

Richland County School District One Summary Report



Fall 2005 Results of the Preliminary SAT (PSAT)

Office of Research and Evaluation

June 2007

In October 2005, selected Richland District One students in grades six through eleven participated in the national administration of the College Board's Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT). This assessment measures critical reading, math problem-solving, and writing skills developed throughout a student's life. The PSAT is considered a practice test for the SAT, and the SAT changed in March 2005. The major changes included: a student-written essay added, analogies and quantitative comparison items eliminated, short reading passages added, and third year math content included. Because writing weighs equally with critical reading and math at 800 points each, the maximum possible score for SAT was increased from 1,600 to 2,400. To prepare for the SAT changes in March 2005, the fall 2004 PSAT made several similar changes. The PSAT consists of two 25-minute critical reading sections, two 25-minute math sections, and one 30-minute writing section. The PSAT yields a critical reading, a math, and a writing score with each score ranging from 20 to 80. Scores from the PSAT taken in eleventh grade are used for qualifying for the National Merit Scholarship Corporation's (NMSC) scholarship programs.

Richland District One PSAT Performance for 2004 and 2005 by Grade

Chart 1 provides a comparison of the percent of students included in the 45-day Average Daily Membership (ADM) who were tested with the PSAT in grades seven through eleven for 2001 to 2005. For the 2005 administration of this assessment, higher percentages of students in grades seven (+5%), eight (+3%) and ten (+3%) participated in PSAT testing when compared to 2004 while smaller proportions of ninth (-3%) grade students participated this year, and the proportion of eleventh grade students remained the same. Chart 2 displays the average critical reading scores for Richland District One students by grade over the past two years. Between 2004 and 2005, decreases in critical reading scores occurred for grade seven (-1.2), grade eight (-1.3), grade ten (-0.4), and grade eleven (-0.1); however, scores for ninth graders increased (+0.6).

Please note that for all historic charts and tables, data for grade seven for 1999 through 2001 are not available because grade seven students were not tested with PSAT then. Also, for charts where two numbers appear above each grade level, the number at the top left represents the change from the first year shown to the last year shown while the number in parentheses gives the change between the last two years. For charts where one number appears above each grade level, the number at the top of each grade represents the change between 2004 and 2005.

Chart 1
Percent Tested of 45-Day ADM for 2001 through 2005 by Grade

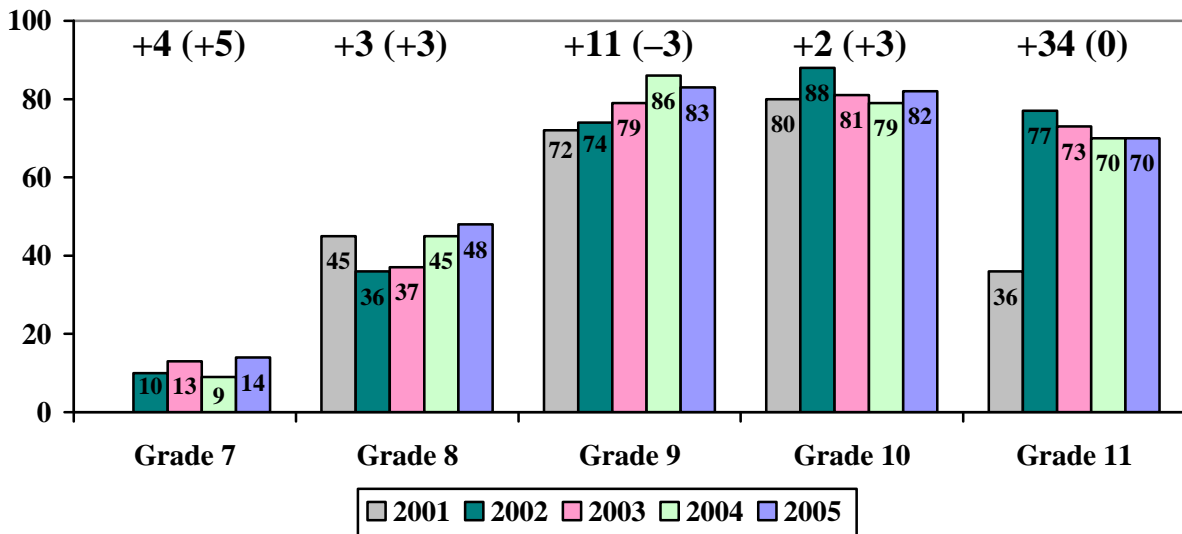
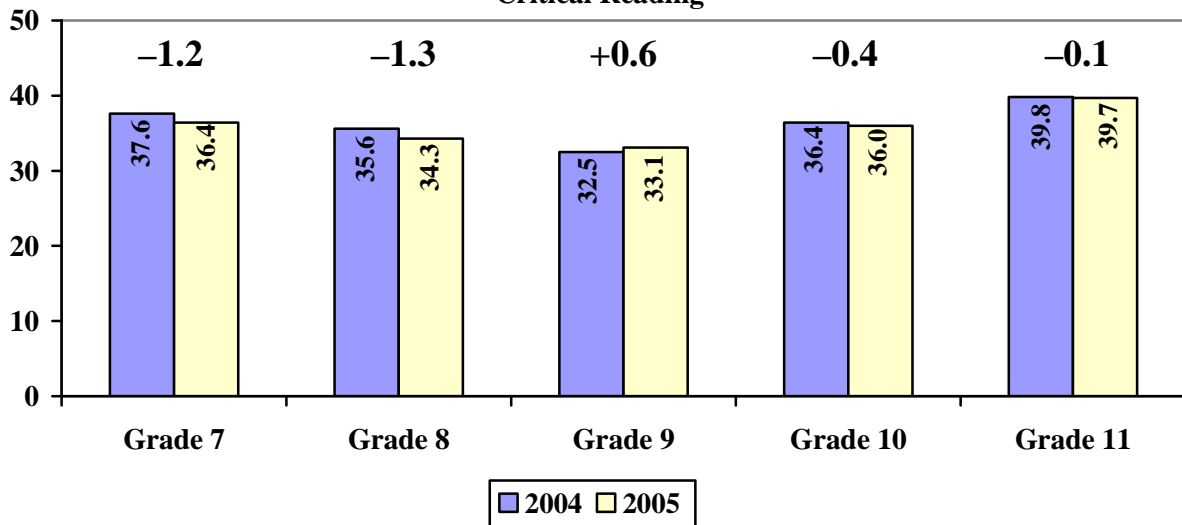
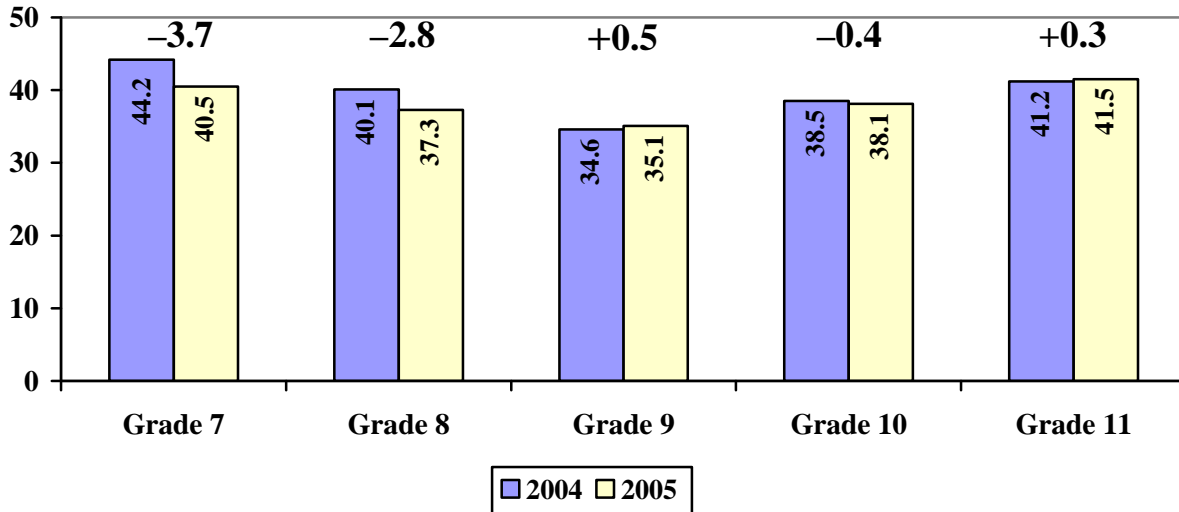


Chart 2
PSAT Average Scores for 2004 and 2005 by Grade
Critical Reading



The average scores for the math sections of the PSAT for 2004 and 2005 by grade are given in Chart 3. The average PSAT math scores experienced a small rise when considering the past two years for grades nine (+0.5) and eleven (+0.3). However, 2005 students showed lower performance than their 2004 peers for grades seven (-3.7), eight (-2.8), and ten (-0.4).

Chart 3
PSAT Average Scores for 2004 and 2005 by Grade
Math



District results from the writing section of the PSAT are supplied in Chart 4. Mean scores in writing decreased from 2004 to 2005 in all grades with the smallest decrease occurring in grade eleven (-0.6) and the largest decrease occurring in grade seven (-2.4).

Chart 4
PSAT Average Scores for 2004 and 2005 by Grade
Writing

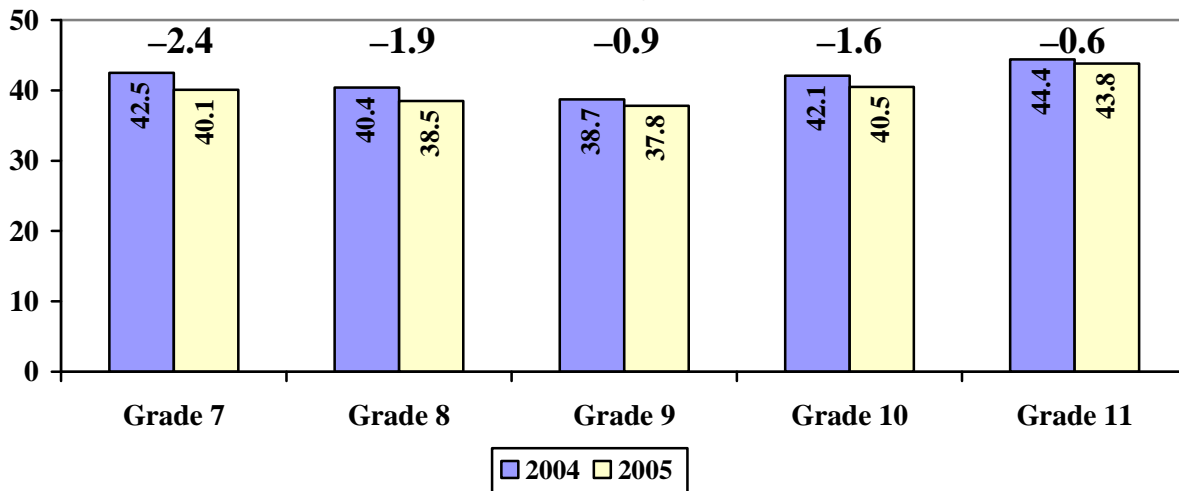


Table 1 provides detailed statistics for 1999 through 2005 performance by grade including the number of students tested, the percent of 45-day ADM tested, and the mean score for each area of the PSAT.

Table 1
PSAT Performance for 1999 through 2005
By Grade

Grade	Year	# Tested	% ADM	Critical Reading (Verbal) Score	Math Score	Writing Score	Total Score
7	1999	N/A	N/A	N/A	N/A	N/A	N/A
	2000	N/A	N/A	N/A	N/A	N/A	N/A
	2001	N/A	N/A	N/A	N/A	N/A	N/A
	2002	206	10%	38.9	43.2	40.7	122.8
	2003	263	13%	37.2	43.5	41.0	121.9
	2004	177	9%	37.6	44.2	42.5	124.3
	2005	283	14%	36.4	40.5	40.1	117.1
8	1999	548	30%	40.2	42.3	41.3	123.8
	2000	563	30%	39.1	41.6	41.1	121.8
	2001	850	45%	36.6	38.9	38.5	114.0
	2002	734	36%	36.4	40.6	39.5	116.5
	2003	724	38%	36.4	40.7	40.7	117.8
	2004	881	45%	35.6	40.1	40.4	116.1
	2005	921	48%	34.3	37.3	38.5	110.1
9	1999	225	8%	46.8	47.6	47.3	141.7
	2000	265	10%	45.9	45.8	46.1	137.8
	2001	2092	72%	34.3	35.5	37.5	107.3
	2002	2031	74%	33.3	35.1	37.9	106.3
	2003	2246	79%	32.8	34.4	38.1	105.3
	2004	2227	86%	32.5	34.6	38.7	105.8
	2005	2092	83%	33.1	35.1	37.8	106.0
10	1999	1302	65%	38.2	38.6	40.5	117.3
	2000	1367	72%	37.7	38.4	40.0	116.1
	2001	1507	80%	38.3	39.0	40.4	117.7
	2002	1674	88%	36.6	38.2	40.2	115.0
	2003	1547	81%	36.5	37.7	40.7	114.9
	2004	1519	79%	36.4	38.5	42.1	117.0
	2005	1539	82%	36.0	38.1	40.5	114.5
11	1999	384	26%	46.9	48.5	47.9	143.3
	2000	430	28%	49.2	48.9	49.4	147.5
	2001	556	36%	47.6	47.4	48.6	143.6
	2002	1245	77%	40.1	41.3	42.6	124.0
	2003	1148	73%	40.3	41.2	43.6	125.1
	2004	1108	70%	39.8	41.2	44.4	125.4
	2005	1133	70%	39.7	41.5	43.8	125.0

Richland District One PSAT Performance for 2004 and 2005 by Ethnicity and Grade

Another important area of focus in Richland District One's PSAT testing is the differences in performance between white and African-American students, calculated by subtracting the average score of the African-American students from the average score of the white students. The achievement gap data are presented in Charts 5, 6, and 7 by grade for the last two years for the critical reading, math and writing areas of the PSAT respectively. When comparing 2004 and 2005 scoring of the critical reading section, the differences between these ethnic groups widened for all grades with the smallest gap increase in grades seven (+0.1) and nine (+0.1) and the largest gap increase in grade eight (+1.4). The math achievement gap lessened in grades seven (-1.5), eight (-0.4), and eleven (-0.2) but widened in grades nine (+0.9) and ten (+1.4). While the 2004 and 2005 differences between white and African-American students showed decreases in writing for grade eight (-0.3), increases occurred for seventh (+0.3), ninth (+1.3), tenth (+1.3), and eleventh (+0.9) grade students.

Chart 5
PSAT Achievement Gap Between White and African-American Students
2004 and 2005 by Grade
Critical Reading

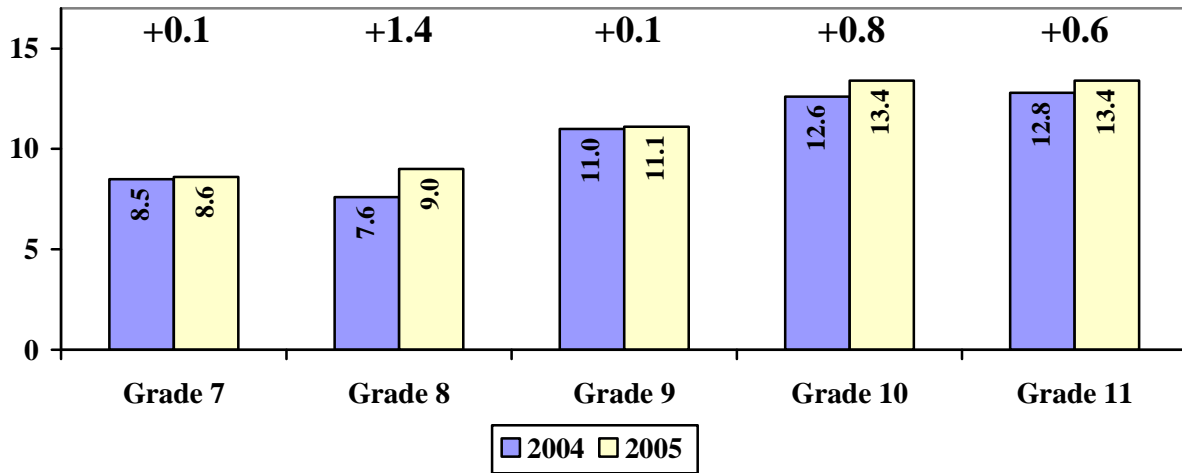


Chart 6
PSAT Achievement Gap Between White and African-American Students
2004 and 2005 by Grade
Math

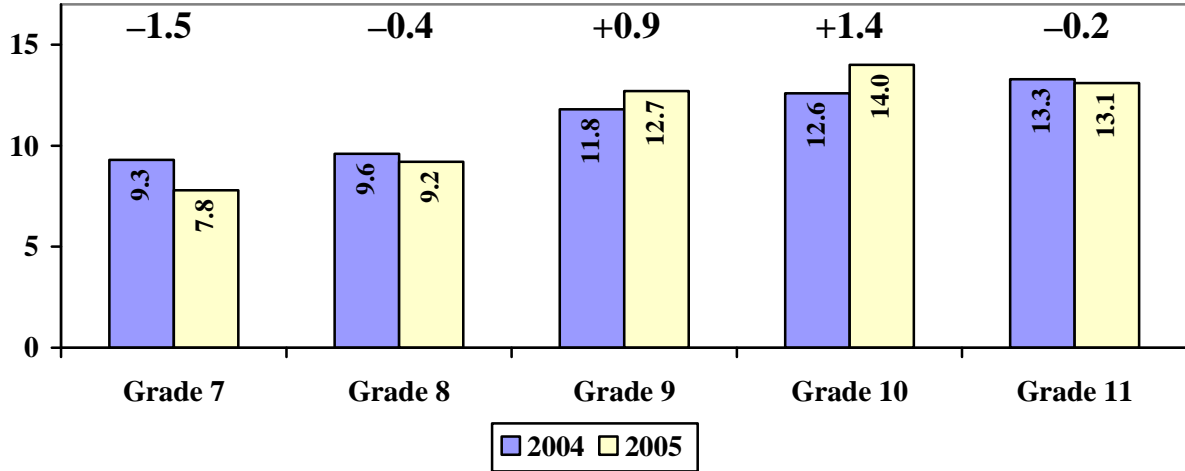
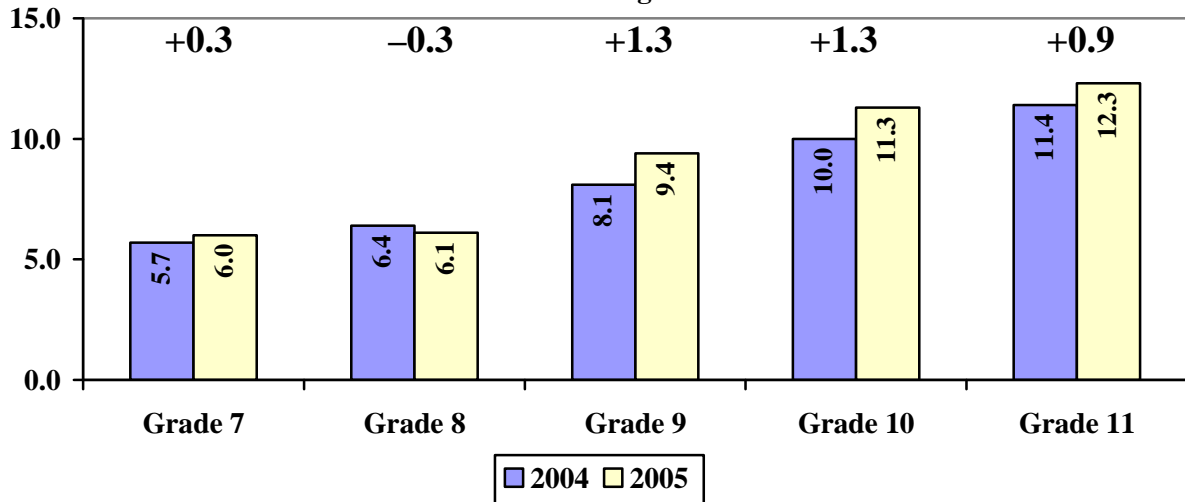


Chart 7
PSAT Achievement Gap Between White and African-American Students
2004 and 2005 by Grade
Writing



For each of the areas of the PSAT, Table 2 provides the number of students who participated in testing and the average scores by grade and ethnic group as well as the achievement gap between white and African-American students.

Table 2
PSAT Performance for 1999 through 2005 by Ethnicity and Grade

GR	YR	Critical Reading (Verbal)							Math							Writing							
		African-American		White		Other		Mean Gap	African-American		White		Other		Mean Gap	African-American		White		Other		Mean Gap	
		#	Mean Score	#	Mean Score	#	Mean Score		#	Mean Score	#	Mean Score	#	Mean Score		#	Mean Score	#	Mean Score	#	Mean Score		
7	1999	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	2000	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	2001	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	2002	51	35.1	95	44.1	6	*	9.0	51	37.9	95	48.9	6	*	11.0	51	36.9	95	44.8	6	*	7.9	
	2003	119	32.5	123	42.1	21	35.0	9.6	119	37.6	123	48.9	21	46.1	11.3	118	37.1	123	44.9	21	40.5	7.8	
	2004	81	32.9	90	41.4	6	*	8.5	81	39.0	90	48.3	6	*	9.3	81	39.3	90	45.0	6	*	5.7	
	2005	156	32.6	121	41.2	6	*	8.6	156	36.9	121	44.7	6	*	7.8	155	37.3	121	43.3	6	*	6.0	
8	1999	167	36.4	242	44.3	139	37.6	7.9	167	38.2	242	46.2	139	40.5	8.0	167	38.2	242	44.4	139	39.7	6.2	
	2000	256	34.9	263	43.6	44	37.9	8.7	256	36.6	263	46.4	44	41.0	9.8	256	37.7	263	44.7	44	39.5	7.0	
	2001	461	35.0	283	41.0	111	33.0	6.0	461	36.5	283	44.3	111	35.0	7.8	461	36.6	283	42.0	111	37.7	5.4	
	2002	347	32.8	259	41.6	128	35.6	8.8	347	36.7	259	45.9	128	40.5	9.2	347	37.1	259	43.2	128	38.8	6.1	
	2003	424	33.5	252	41.7	48	34.6	8.2	423	37.4	252	46.2	48	40.7	8.8	422	38.5	252	44.5	48	40.1	6.0	
	2004	571	33.2	275	40.8	35	32.6	7.6	571	37.0	275	46.6	35	40.3	9.6	566	38.3	273	44.7	35	39.3	6.4	
	2005	607	31.4	274	40.4	40	36.2	9	607	34.5	274	43.7	40	36.4	9.2	589	36.6	273	42.7	38	38.6	6.1	
9	1999	67	42.3	119	49.1	39	47.6	6.8	67	43.0	119	50.0	39	48.4	7.0	67	42.8	119	49.8	39	47.5	7.0	
	2000	90	40.6	263	43.6	90	40.6	3.0	90	40.2	263	46.5	90	40.2	6.3	90	41.6	263	44.7	90	41.6	3.1	
	2001	1380	32.4	378	42.4	358	33.2	10.0	1380	33.2	378	44.0	358	35.0	10.8	1380	36.0	378	43.4	358	36.9	7.4	
	2002	1428	31.1	436	41.2	167	31.0	10.1	1428	32.8	436	43.5	167	31.9	10.7	1428	36.6	436	43.3	167	36.1	6.7	
	2003	1676	30.7	418	41.6	152	32.0	10.9	1667	32.1	418	43.9	151	34.6	11.8	1622	36.3	414	45.3	147	37.6	9.0	
	2004	1797	30.7	369	41.7	61	29.6	11.0	1789	32.6	367	44.4	60	34.8	11.8	1750	37.4	366	45.5	60	36.8	8.1	
	2005	1715	31.3	317	42.4	60	34.5	11.1	1707	33	316	45.7	59	39.7	12.7	1662	36.3	314	45.7	60	38.5	9.4	
10	1999	878	35.0	343	46.9	83	36.7	11.9	878	35.4	343	47.0	83	37.9	11.6	878	37.9	343	47.4	83	39.4	9.5	
	2000	947	34.2	337	47.5	88	37.3	13.3	947	35.1	337	47.4	88	38.5	12.3	947	37.5	337	47.5	88	39.2	10.0	
	2001	1042	35.2	364	47.1	124	36.4	11.9	1042	36.0	364	48.5	124	36.5	12.5	1042	38.0	364	48.1	124	38.7	10.1	
	2002	1199	33.4	370	46.4	105	38.1	13.0	1199	34.9	370	48.6	105	39.8	13.7	1199	37.9	370	47.3	105	41.0	9.4	
	2003	1111	33.5	363	45.4	73	36.5	11.9	1110	34.7	363	46.7	73	38.7	12.0	1093	38.4	363	47.9	71	40.3	9.5	
	2004	1091	33.0	373	45.6	55	39.6	12.6	1083	35.2	373	47.8	54	42.1	12.6	1053	39.4	371	49.4	53	44.3	10.0	
	2005	1199	33.4	298	46.8	42	34.6	13.4	1193	35.2	298	49.2	42	40.3	14	1164	38.2	294	49.5	41	38.8	11.3	
11	1999	192	41.3	172	54.2	20	38.2	12.9	192	43.4	172	55.1	20	40.0	11.7	192	43.0	172	54.4	20	39.4	11.4	
	2000	202	42.2	206	56.2	22	47.6	14.0	202	42.6	206	55.1	22	48.0	12.5	202	43.2	206	55.7	22	47.7	12.5	
	2001	256	43.2	247	53.0	11	44.0	9.8	256	42.7	247	53.0	11	44.2	10.3	256	44.0	247	54.2	11	46.0	10.2	
	2002	854	36.3	315	50.8	76	38.2	14.5	854	37.3	315	52.4	76	40.6	15.1	854	39.4	315	51.6	76	40.8	12.2	
	2003	757	36.3	309	50.2	82	39.9	13.9	754	36.8	309	51.1	82	43.9	14.3	740	40.3	306	51.5	81	44.4	11.2	
	2004	803	36.4	282	49.2	23	40.7	12.8	797	37.7	281	51.0	23	42.6	13.3	780	41.4	279	52.8	23	45.0	11.4	
	2005	773	35.7	314	49.1	46	43.7	13.4	768	37.5	314	50.6	46	45.9	13.1	749	40.0	313	52.3	43	48.5	12.3	

Note: An asterisk (*) indicates that scores are not reported for groups of less than 10 students.